



Initiative and Innovation Alignment and Review

Coaching Support Session

2021-2022

mimtsstac.org



Group Expectations

Be Responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

Be Respectful

- Please allow others to listen
 - Please turn off cell phones
 - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and internet browsing

Be Safe

- Take care of your own needs

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session
- One team member will check a box to complete the activity questions on behalf of your team

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Purpose

This session guides District Implementation Teams in establishing processes for aligning and reviewing educational initiatives, innovations, and assessments.

Intended Outcomes

- Explain the purpose of an initiative inventory, alignment process, and review process
- Develop and use an Initiative Inventory and Alignment Process
- Develop and use an Initiative and Innovation Review Process
- Prepare to facilitate activities designed to enhance the district's capacity

Agenda

- 1.0 Interactive Review
- 2.0 Prepare to Coach the DIT
- 3.0 Next Steps

Use of Module Learning

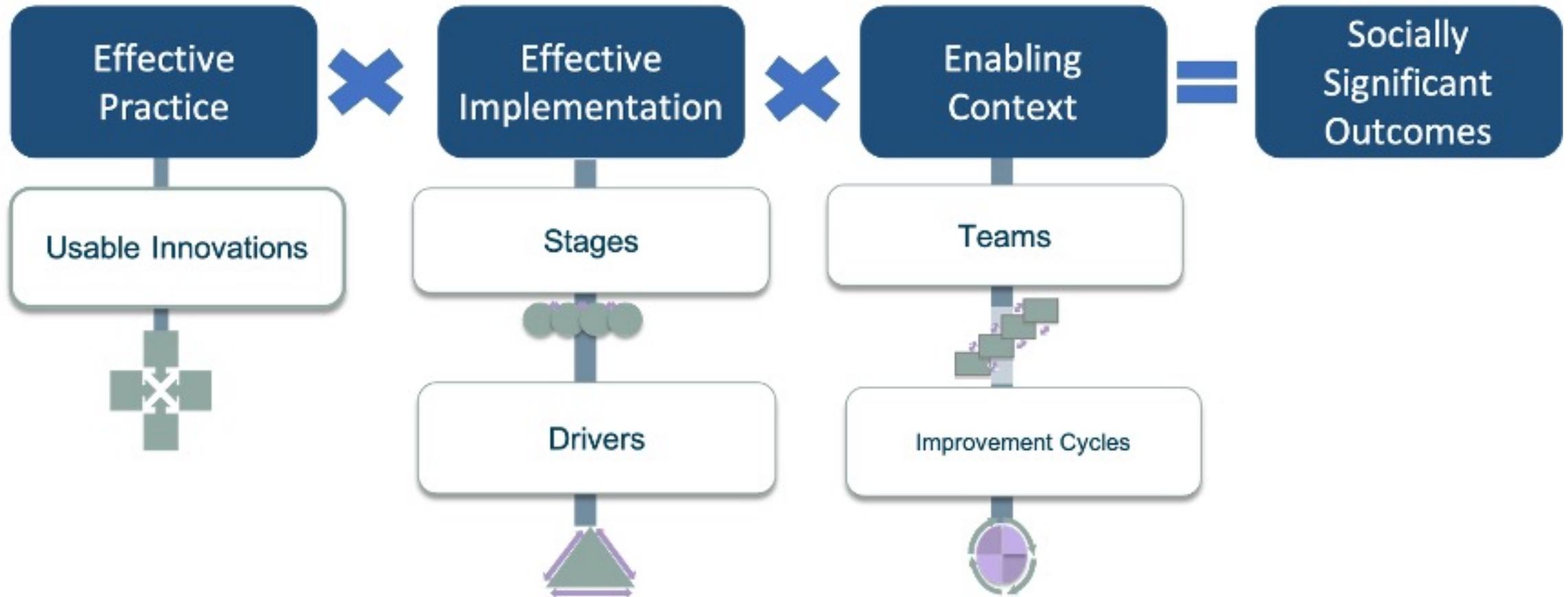
- When information is needed about what it takes (e.g., time, money) to support district-wide initiatives
- To determine how initiatives and innovations align with one another
- To assist central office, administrators, or other relevant staff in either selecting or de-selecting program, practices, and assessments

Resources for Today

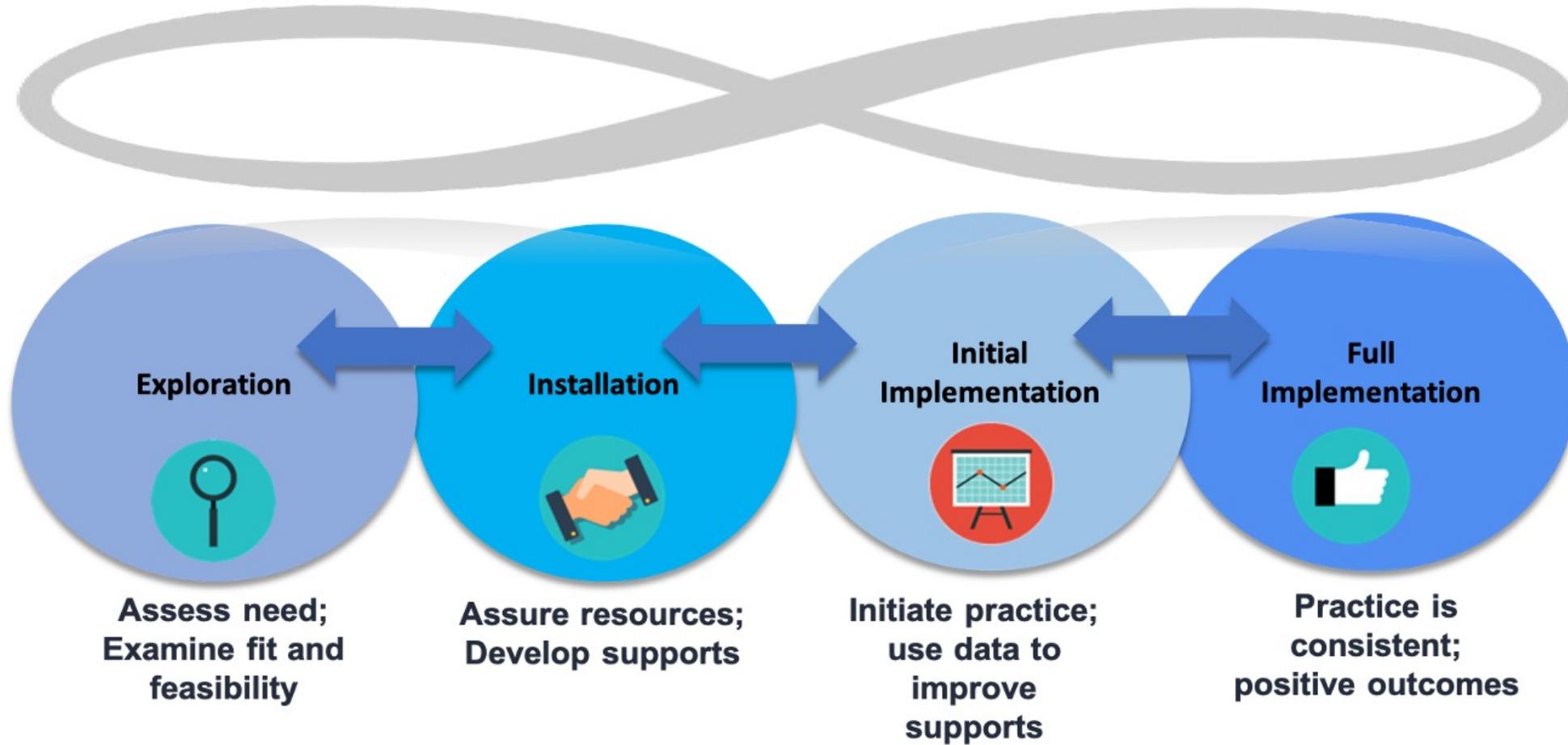
- DIT Coaching Support Session Binder
 - CSS Materials
 - Coaching Resources
- DIT Installation Training Binder

1.0 Interactive Review

Active Implementation Frameworks

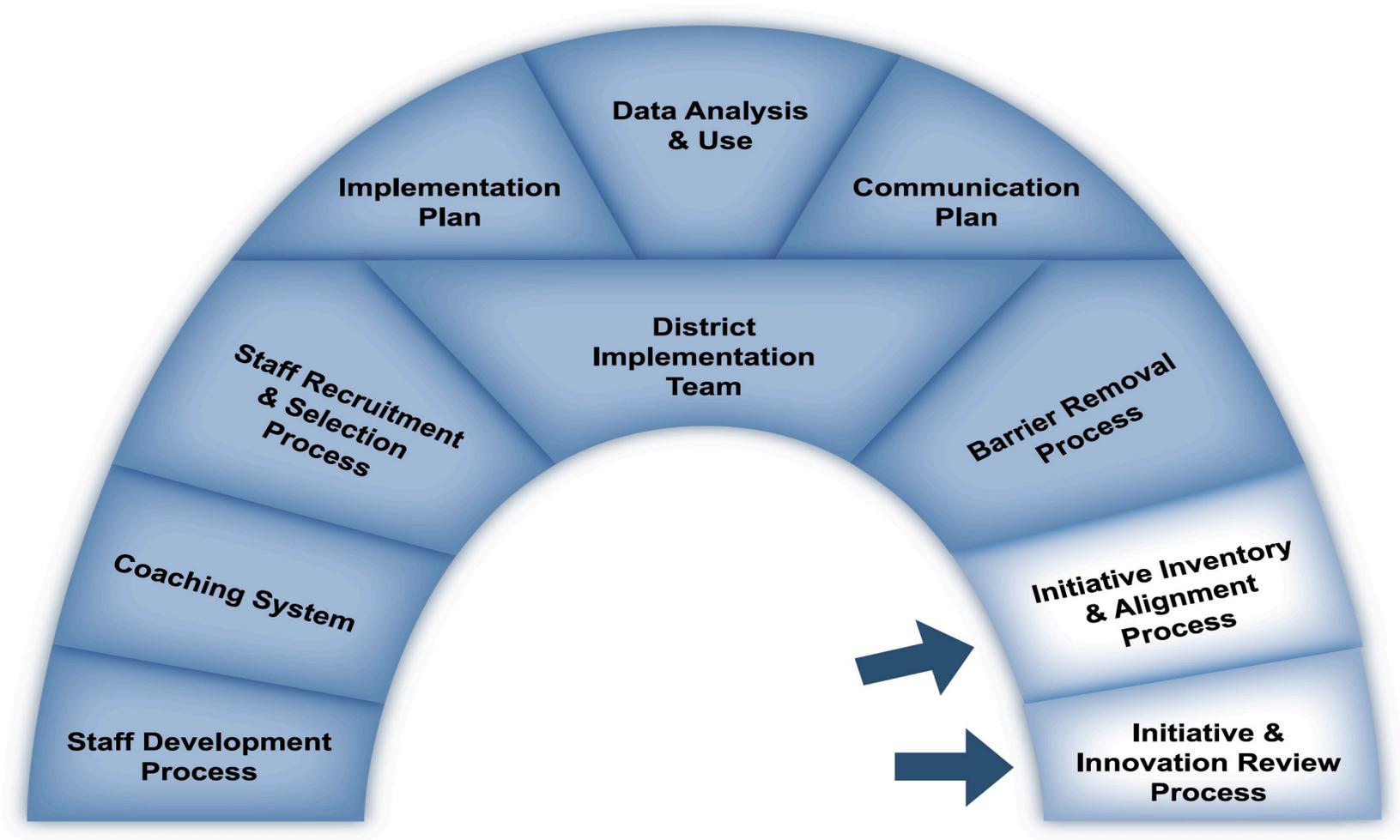


Implementation Stages



(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

District Implementation Infrastructure



Making Connections

- District Capacity Assessment
 - Item 5: District has a written process for selecting Effective Innovations
 - Item 6: District has a written process to align Effective Innovations
- MDE MTSS Practice Profile Essential Components:
 - Selection and Implementation of Instruction, Intervention, and Supports
 - Comprehensive Screening and Assessment System
 - Continuous Data-based Decision Making

(MDE MTSS Practice Profile, 2020; District Capacity Assessment, 2019)



Activity 1.1

- Reflect on the following questions:
 - How are decisions around curriculum and initiative selection currently made?
 - Do you anticipate that staff might struggle with the use of a formal district process for aligning and reviewing initiatives and innovations?
 - Based on the above considerations, are there any implications to consider for communicating these processes to staff?
- Be prepared to share out with the group

2.0 Prepare to Coach the DIT

Start with the End in Mind

- Use of an initiative inventory and alignment process results in:
 - Understanding and documentation of initiatives being used by staff
 - Clarity of the purpose of existing initiatives and instructional approaches
 - Identification of redundancies and potential competition for resources across initiative and innovations
 - Decisions around which initiatives will continue to be used and which should be considered for de-selection
 - Identification of additional initiatives or innovations that need to be selected

Outcomes of Initiative Inventory and Alignment

- Complete initiative inventory for the identified focus area
- Summary of results
 - Provide an easy-to-understand explanation for initiatives that either overlap, complement, or are redundant to other initiatives
 - Shared with district decision-makers to inform decisions about the selection or de-selection of initiatives and innovations
- Decisions are made based on the summary about expectations for use of initiatives and innovations
- Written guidelines are shared with staff about which programs and practices to use and how they are to be used together

Example Alignment Summary



Michigan's Multi-Tiered System of Supports Technical Assistance Center
Month Year – Version 1.0

Summary of Alignment Results

An integrated MTSS framework consists of three effective innovations: (1) Positive Behavior Intervention Supports (PBIS); (2) School-Wide Reading Model for use in elementary settings; (3) School-Wide Content Area Reading Model for use in secondary settings. An alignment was conducted for the focus area of behavior to determine how use of an integrated MTSS framework would complement, overlap, or discourage intended use of additional behavior innovations.

CHAMPS (used in classrooms K-12) was reviewed against the behavioral components of a MTSS framework to determine alignment.

Use of CHAMPS would not discourage the use of the behavioral components of a MTSS framework. In fact, the implementation of CHAMPS should enhance the effective use of School-wide PBIS in classroom settings. CHAMPS provides explicit guidance on preventing, teaching, and responding to behavior in the classroom. Things like the use of visuals for teaching behavioral expectations and a written classroom management plan will support effective implementation of School-wide PBIS in the classroom.

Both SWPBIS and CHAMPS address the same expected outcome, decreasing the percentage of students receiving SWIS office discipline referrals. With the implementation of School-wide PBIS and CHAMPS, the district is beginning to see a decrease in SWIS office discipline across schools in both non-classroom and classroom settings.

There is overlap in the staff identified to support implementation of both innovations. The School Leadership Team leads the implementation of School-Wide PBIS, however teaching staff will support implementation in both non-classroom and classroom settings. These same staff will also be the ones supporting the use of CHAMPS. In addition, there will be some overlap in the staff who are members of the School Leadership Team and those who are classroom teachers.

The area district leadership needs to pay most attention to is the competition for teachers' time to implement both innovations. For example, the implementation of School-wide PBIS in the classroom and CHAMPS both involve teaching staff. Intentional and explicit guidance will need to be provided to teachers regarding how School-wide PBIS and CHAMPS are used together to improve behavioral outcomes. With guidance from the district, use of both innovations should not over-extend staff time and attention.

Collection and use of office discipline referral data ([e.g.](#) SWIS) will improve the implementation of School-wide PBIS and CHAMPS. SWIS referrals are already being collected and used by all school staff in an efficient way. With district guidance provided to teachers on how to efficiently collect and use classroom behavioral data, data collection should not put additional burden on classroom teachers.

Example Guidelines for Tier 1 Behavior



Michigan's Multi-Tiered System of Supports Technical Assistance Center
May 2021 – Version 1.0

Example Guidelines for Tier 1 Behavior

The document provides districts with an example of written guidelines for teaching and reinforcing behavioral expectations within Tier 1 of a SWPBIS framework.

Tier 1 Behavior Guidelines

All schools are expected to implement School-wide Positive Behavior Interventions and Supports (SWPBIS) as a preventative, proactive approach to supporting student behavior. The six big ideas listed below are the foundation of SWPBIS in all school settings, including the classroom environment.

1. Identify and define behavior expectations
2. Teach behavior expectations
3. Monitor expected behavior
4. Acknowledge and encourage behavior expectations
5. Establish continuum of responses to behaviors that includes teaching/re-teaching
6. Use data for decision-making

All classroom teachers will be expected to use CHAMPS to support implementation of PBIS in the classroom. CHAMPS is a structured, proactive and positive approach to classroom management.

The table below illustrates how the big ideas of SWPBIS align with the principles of CHAMPS. The table also provides expectations for how both SWPBIS and CHAMPS should be implemented within the classroom environment to support student behavior.

Table 1. SWPBIS and CHAMPS Alignment and Expectations for Use

SWPBIS	CHAMPS	Expectations for Use
Identify and define behavior expectations	Structure	<ul style="list-style-type: none"> • Classroom behavior expectations (i.e., guidelines for success) are the same as school-wide expectations • Classroom routines have been identified and defined • Classroom matrix defines behavior expectations for each classroom routine
Teach behavior expectations	Teach	<ul style="list-style-type: none"> • Lesson plans are developed for each classroom routine and used to teach behavior expectations as defined within the classroom matrix • CHAMPS (e.g., Conversation, Help, Activity, Movement, Participation, Success) expectations are embedded within each lesson plan



Activity 2.1

- Prepare to facilitate Team Activity 2.1
 - Review the SWPBIS Alignment Summary and Example Guidelines for Tier 1 Behavior
 - Practice explaining the purpose of each and how they connect to the use of the initiative inventory and alignment process
 - Discuss how you would use these resources to provide an overview to your team. What would be the key talking points you would share with the group?
 - Take notes to use during Team Activity 2.1
- Be prepared to share out any “take aways” or questions with the group

Initiative Inventory and Alignment Process

1. Overview

- Definition of terms
- Guidelines for when to use the alignment process

2. Inventory and Alignment Process

- Initiate the process
- Engage in the process
- Summarize results

3. Decision-making Protocol

Activity 2.2

- Prepare to facilitate Team Activity 2.2
 - Review the 2-point criteria for DCA Item 6
 - Discuss how the development of an initiative inventory and alignment process addresses this item
 - Using the example, take turns providing rationales for why an inventory and alignment process would be beneficial for your district and an overview of each of the components of the process
 - Take notes on key talking points to use during Team Activity 2.2
- Be prepared to share out any "take aways" or questions with the group

Activity 2.3

- Determine the next steps for developing an initiative inventory and alignment process for your district
 - Which area of focus make the most sense to use the process for first??
 - Who needs to be involved in the development of the process?
 - What role do existing teams play in making decisions about use of initiatives and innovations? How might they be involved?
 - What are the timelines for drafting, finalizing and using the process?
 - Would it be helpful to draft the process ahead of time to share with your team?
- Be prepared to share your next steps with the group

Connecting Alignment and Review

An alignment process should be a component of a selection and de-selection process. Think of these two DCA items as friends who end up getting married!

(Buck, 2017)

Benefits of Review Process

- Increased confidence in the following:
 - Initiatives, programs, practices, and assessments are the best available
 - District has a full understanding of the resources needed to successfully use the selected initiatives and innovations
 - District has the capacity to support and sustain use of innovations as intended (e.g., training, coaching)
 - Decisions that resulted in not selecting an innovation or de-selecting the use of an existing innovation were the result of a thorough analysis of critical factors

Initiative and Innovation Review Process

1. Overview

- Purpose of review process
- Guidelines for when to use the process

2. Review Process

- Steps for initiating the process
- Directions for completing the review tool
- Directions for summarizing results

3. Decision-making protocol

Activity 2.4

- Prepare to facilitate Team Activity 3.1
 - Review the 2-point criteria for DCA Item 5
 - Discuss how the development of a an initiative and innovation review process addresses this item
 - Using the example, take turns providing rationales for why review process would be beneficial for your district and an overview of each of the components of the process
 - Take notes on key talking points to use during Team Activity 3.1
- Be prepared to share out any "take aways" or questions with the group

Considerations for Use

- Allocation of time for preparation, additional learning, or additional support may be needed to ensure questions are answered accurately
- Gather documents and information you may need to support completion of the tool
- Focus on adherence to the process, even if it takes multiple sessions to complete
- Pre-correct that the goal is to objectively complete the review process and summarize the results for decision makers



Activity 2.5

- Determine the next steps for developing an initiative and innovation review process
 - Who needs to be involved in the development of the process?
 - What role do existing teams play in making decisions about use of initiatives and innovations? How might they be involved?
 - When might be the first opportunity to use the process?
 - Would it be helpful to draft the process ahead of time to share with your team?
- Be prepared to share your next steps with the group

3.0 Next Steps

Moving the Work Forward



- During DIT Installation, the focus is on setting up the systems that will be used to support schools
- As your district moves into initial implementation, the DIT will use data and improvement cycles to refine and improve the infrastructure and supports provided

DIT Data Analysis and Use

- The District Implementation Team (DIT) actively uses four different types of data for decision making
 - **Scale-up data** is used to create differentiated plans for schools based on their stage of implementation
 - **Capacity data** is used to enhance leadership, organizational, or competency supports provided to schools
 - **Fidelity data** across schools is used to improve implementation supports (e.g., selection, training, coaching)
 - **Student outcome data** across schools is used to determine the impact the initiative or innovation is having on student outcomes

Considerations for DCA Administration

- Recall, a requirement of Targeted Technical Assistance is the administration of the District Capacity Assessment
- Timeline for Administration: **Insert Applicable Timeline (see trainer notes)**
- Must be facilitated by a DCA Administrator who has completed NIRN's DCA Short Course
- Prior to administration, district data sources should be organized and shared with the administrator to review prior to assessment
- Many of the DCA item emphasize “use” of processes, not just development
- During administration, scores are entered directly into MiMTSS Data System



Assignments

Complete the items on the Preparation Checklist, including:

- Determine which resources you will use to support your team or if you need to draft new resources to support application
- Plan and practice for facilitating team activities
- Review the DIT Installation Resource List and determine if there are resources the team should access prior to the upcoming DIT meeting
- Develop the DIT Meeting agenda based on activities in the installation checklist and implementation plan

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.